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ABSTRACT

This report describes student leadership training programs at selected colleges and universities in a 5-state area: Indiana, Iowa, Michigan, Wisconsin, and Illinois. The institutions were selected randomly based on the following criteria: (1) a National Training Associate on the faculty; (2) a National Leadership Method trainer on the faculty; or (3) the college was listed in The Art of Leadership as having participated in a conference. Questionnaires were sent to 148 institutions, of which 64 returned the form. This report presents data gathered from respondents and other sources on the number and types of schools with programs, the types of programs, organizations sponsoring the programs, success of the programs, budgets, etc. While there is no descriptive information on the programs themselves, the concluding section presents some elements that are often included in a successful training program. (AF)

ED044073

SURVEY OF SELECTED PROGRAMS FOR STUDENT LEADERSHIP TRAINING AT COLLEGES AND UNIVERSITIES

Daniel G. Breen
Northern Illinois University
April 1, 1970

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Survey presented to Leadership Development Committee, Northern Illinois University.

Submitted to Education Resources Information Center (ERIC), U.S. Office of Education, Washington, D. C., and Phi Delta Kappa, Research Service Center, Eighth Street and Union, Bloomington, Indiana.

SURVEY OF SELECTED PROGRAMS FOR Student Leadership Training

at

Colleges and Universities

by

Daniel G. Breen

STATEMENT OF PROJECT

This study is a description of selected leadership training programs for campus student leaders at colleges and universities in the United States. The survey includes types of leadership programs, organizations, and degree of involvement for varying size colleges both public and private.

The universities were chosen at random from the following categories:

1. A National Training Associate is on the faculty.
2. A National Leadership Method trainer is on the faculty.
3. The college is in the five state area; Indiana, Iowa, Michigan, Wisconsin, Illinois.
4. The college is listed in The Art of Leadership, published by National Training Institute as having participated in a conference.

PURPOSE

To disseminate information on present leadership training programs to college and universities so that the multitude of ideas on all aspects of the programs can be shared.

To improve our own leadership program at Northern Illinois University.

DESIGN

This is a descriptive survey of leadership programs. It is not an experiment.in that no attempt was made to relate two or more independent variables. The four categories for college selection were used deliberately to obtain information from as many leadership programs as possible. The proportion of colleges with and without leadership training was therefore not considered, only the sharing of ideas relevant to leadership programs was important to this study.

Within each category schools were randomly selected. A survey questionnaire was then mailed to the colleges selected. The questionnaire and accompanying letter (see appendix) was constructed to bring out important aspects of the program. If after viewing the results, pertinent correlations may be made if this will aid in describing leadership programs.

RELATED LITERATURE

The published literature has almost nothing in this field only David L. McKenna's ("Developing Student Leadership in the Two Year College", Junior College Journal, April 1960, Vol. 30, pp. 437-441) description of his program at Spring Arbor Junior College was available.

The unpublished literature has a variety of material. The United States National Student Association has a file of material. Including "A Handbook on Leadership, "One Step Beyond", this material takes a traditional approach on leadership at the University of New Mexico. Other papers in this file describe various leadership programs such as the one from Southern Illinois University's

RELATED LITERATURE cont'd.

Center for the "Study of Leadership Related to Learning", and Kansas State University's "The Microlab in Communications: Theory and Techniques", by Dr. Sheldon K. Edelman. This latter paper is a description of their program which goes quite deeply into a structured sensitivity training similar to W. C. Schulze's book Joy: Expand Human Awareness (New York: Grove 1967). David Goldberg's paper "Affective Processes: The Individual, Group, and Organization", gives a list of resource organization and personnel.

National Training Laboratories has resource bibliography lists available and descriptions of their present institute. They have not made a survey of college leadership programs nor has National Student Association. National Training Laboratories is presently attempting to organize those colleges, in various areas, that have an interest in NTL type institutes, and they have a list of those colleges interested. This list published April 8, 1970, came too late to be of any use in this study.

Western Washington State College has a paper on "Evaluations, Residence Hall Workshops in Human Relations and Group Development". Ray S. Romine, of Western Washington State College has an exceptional paper called "Human Relations Training: A Conceptual Model for Maximizing Human Communication", in which he outlines the purpose, theory, historic perspective, method, research, and a description of his schools leadership program.

A very interesting description of a leadership credit course, its purpose, and evaluation are given in three papers from the

RELATED LITERATURE cont'd.

University of Michigan: "An Undergraduate Course in College University Goverance", by Freeman T. Clark; "Leadership Training Course"; and "Report of the Leadership Training Course Offered Fall Term, 1969", by Edward Dougherty.

Two unpublished studies in this field have been done. One by John E. Jones and J. William Pfeiffer, University of Iowa called "Human Relations and Leadership Development Training Program In Upper Midwest Colleges and Universities" surveyed 502 midwest colleges to determine the number having human relations programs (25%) of respondents, and those having leadership development programs (42%) of respondents. They found as this study does that student personnel workers have almost exclusive responsibility in this area. Further, (73%) of respondents expressed a desire for a regional colloquy concerning these programs.

The second research report was by Chris Deaton at the University of Wisconsin, Milwaukee. Thirty-six colleges and Universities responded describing their type of program-resources, students, faculty and departments involved.

R E S U L T S

Table 1

Number of Questionnaires Sent	Returned	Per Cent
148	64	40

Table 2

Returned by Category	Sent	Returned	% Returned
NTL Associate on faculty	32	6	18%
NLM Trainer on faculty	33	12	36%
Dean of Students or Activities Director in five states (Iowa, Indiana, Michigan, Wisconsin, Illinois)	46	30	65%
Listed in NLI's "The Art of Leadership" as having conducted an NLI institute	37	16	43%
Total	148	64	

Comment: An assumption made which turned out to be false was that NTL associates located on college campuses would be involved in student leadership programs at least as a resource person. Dean of Students and Student Activities Directors are to a very great degree the people involved in this area.

Table 3

Colleges with Leadership Programs	40
Colleges without Leadership Programs	25
Total Returned	65

Comment: This result does not mean that the majority of colleges have leadership programs. This survey was intended primarily to obtain information about schools that have programs and a brief description of those programs. Therefore, the survey was skewed to include many schools with a great likelihood of a leadership program. The question as to the proportion of colleges having leadership programs cannot, therefore, be answered by this survey.

Table 4

Schools By Enrollment

	Leadership Program		No Program	
under 5,000	9	22.5%	18	72%
5,000 - 10,000	7	17.5%	3	12%
10,000 - 20,000	13	32.5%	3	12%
over 20,000	8	20.0%	1	4%
didn't report size	3	7.5%	—	
Total	40		25	

Comment: Schools with enrollment under 5,000 show a greater tendency to have no programs, while schools over 10,000 show a greater tendency to have leadership programs.

Table 5

Public vs. Private

	Leadership Program		No Program	
Public	28	70.0%	8	32%
Private	11	27.0%	17	68%
Didn't report size	1	2.5%		

Comment: Public colleges tend to have more leadership programs while private colleges don't.

Table 6

Titles of Persons Completing Questionnaire

	Leadership Program		No Program	
Student Personnel Staff (Dean of Students, Director of Activities, University Center Directors, etc.)	33	82.5%	20	80%
Faculty	0		0	
Students	2	5.0%		
Others	2	5.0%		
Didn't sign	3	7.5%	5	20%

Comment: Any future studies in this area should be addressed exclusively to Dean or Activities Director.

Table 7

Knowledge of Leadership Programs

Helpful	20	80%
Not helpful	1	4%
Don't know	4	16%

Table 8

Plans for Future Leadership Program

Yes	5	20%
No	18	72%
Don't know	2	8%

Table 9

No Current Programs but had Past Programs

Yes	7	28%
No	14	56%
Don't know	4	16%

Table 10

Organizations Sponsoring Programs

Student-Faculty Committee	15	37%
Faculty Organization	3	7%
Students Organizations	19	48%
Both	1	2%
Outside Consultants	6	15%
Other		
Activities Office or Student Personnel Office	11	28%
YMCA	1	2%

*will not total to 100% because of multiple answers

Comment: Student involvement occurs in the majority of those sampled; however, the activities office did the coordinating, secretarial work and provided the leadership. This conclusion was deducted from both the title of the individuals responsible for the program and titles of persons completing questionnaires.

Table 11

Names of Sponsoring Organizations

Primary Ones:

Office of Student Activities	19	48%
Student Senate	11	28%
Resident Halls	6	15%
Leadership Training Planning Committees	8	20%

Others:

Focus-Orientation Committee

NTL Committee

Counseling Center

Mortor Board

Free School

School of Education

Blue Key

YMCA

Manresa

Students for Christian Community

*will not total to 100% because of multiple answers

Table 12

Success of Programs

5	Highly Successful	7	17.5%
4		16	40.0%
3	Average	13	32.5%
2		1	2.5%
1	Poorly Received (varies by program)	3	7.5%

Comment: This was a subjective opinion of the survey participants. It does illustrate the degree of satisfaction that the individuals have in their programs, but of limited use in a comparitive sense.

Table 13

Funding of Program

Student Activity Funds	29	72%
Regular University Budget	18	45%
By Participants	19	47%
Others	1	4%

*won't total to 100% due to multiple answers

Table 14

Yearly Budget

None	2	5.0%
Under 500	8	20.0%
500 - 1,000	5	12.0%
1,000 - 3,000	13	32.5%
3,000 - 10,000	8	20.0%
10,000 and over	1	2.5%
Don't know	3	7.5%

Table 15

Number of Programs

0	2	2.5%
1 - 2	16	40.0%
3 - 4	7	17.5%
5 - 8	8	20.0%
9 - 15	3	7.5%
over 15	1	2.5%
Don't know	2	5.0%

*won't total to 100% due to multiple answers

Table 16

Number of Participants Per Conference

10 - 20	4	10%
20 - 40	9	22.5%
40 - 60	10	25%
60 and over	15	37.5%
Don't know	2	5.0%

Table 17

Length of Program

One half day	6	15%
One day	7	17.5%
Weekend	28	70%
Week	2	5%
Other (2,3 day).	7	17.5%

*won't total to 100% due to multiple answers

Comment: The weekend retreat for a leadership conference in overwhelmingly the most popular length. From this fact and various correspondence it appears that a weekend retreat appears to be the most successful as well as popular.

Table 18

Conference Planning

By Faculty	8	20%
By Students	10	25%
By Both	15	37.5%
Other (consultant or trainer)	22	55.0%
By Administrator	3	7.5%

* won't total to 100% due to multiple answers

Table 19

Programs Planned for Special Groups

Yes	27	67.5%
No	10	25.0%
Both	1	2.5%
Don't know	2	5.0%

Table 20

Programs Planned for Topic or Skills

Yes	31	77.5%
No	7	17.5%
Don't know	2	5.0%

Table 21

Feedback Sessions Included in Conferences

Yes	40	100%
No	0	0%

Comments: It appears obvious that feedback sessions are important compments of a conference.

Table 22

Sensitivity Training Included on Conference

Yes	23	57.5%
No	14	35.0%
Sometimes	1	4.0%
Don't know	1	4.0%

Table 23

Conference Leaders Have:

NTL Training	15	37.5%
NLM Training	12	30.0%
NLI	4	10.0%
Didn't Respond	9	25.0%

Table 24

Sample Titles of Conferences Reported

"Human Relations Workshop"

"Are you a Dragan Slayer?"

"Student Government Conference"

"Resident Hall Conference"

"Leadership in a Dynamic University"

"RPI - How It Operates"

"Freshman Vote Education"

"Student Council Orientation"

"IFC Leadership"

"OAK Mortor Board Conference"

"Student Leadership and Campus Change"

"Group Dynamics"

"Sensitivity"

"Organizations Workshop"

"Leadership Lab"

"ASpen Lodge"

"Union Activities Board Retreat"

"The Individual as Leader"

"Christian Leadership"

"National Leadership Institute"

"Social Officer Leadership"

"Culture Officer Leadership"

"College Council"

"Student Judiciary Training"

Table 25

Effective Activities of Conferences as Reported

— Instrumented labs and simulation exercise with emphasis on cognitive as well as effective levels of behavior

— Experimental leadership with hypothetical case studies - group evaluation

— Human Relations Training

— Problem orientated, breakdown with groups that come together for summary session.

— Weekend with outside consultant

—Discussion Groups

—NLI for specific organization training

— Role playing and group tasks for orientation

— Structural group - task orientated - activities

— Content and information sessions

— Experienced based learning

— Consensus Decision Exercise

— Micro Lab

— T Group

— Problem Solving, NASPA Game

— Verbal and Non Verbal sensitivity exercise

— Group painting

—Lecture and Discussion

— Human Management Techniques

— Planning personnal and organizational objective

— Old and newofficers sharing ideas

— Large community exercises

Comment: There seems to be two basic approaches to leadership training: One stresses the organizational aspects, and the other a personnal attitude.

Degree of Success Vs. Use of Sensitivity

The previous list of effective activities seems to stress the intrapersonal and personnal aspects of leadership behavior as opposed to the organizational aspects. The data on degree of success (or degree of respondents satisfaction with the program table 12) and use of sensitivity (table 22) suggests a positive correlation. That is there seems to be a greater degree of success when they used some type of sensitivity training. Many responded said yes to sensitivity but qualified it by saying only in a limited sense. This suggested that the pure T group or encounter group probably did not take place but a limited or structured form of sensitivity did. By a structured sensitivity it is meant that group feelings and reactions come about through a limited problem situation.

To test for this possible positive correlation the author used the point beserial correlation, which is a measure of the relationship between - continous variable (Degree of Success,1 to 5) and a dichotomous variable (using sensitivity training and not using sensitivity training). The method is described in Statistical Analysis in Psychology and Education, by Ferguson (McGray Hill, 1966, p 239-242.

Table 26

Success Vs. Sensitivity

$$r_{pbi} = \frac{\bar{X}p - \bar{X}q}{st}\sqrt{pq}$$

$$st = \sqrt{\frac{\Sigma(X-X)^2}{N}}$$

$\bar{X}_p = 4.00$ Mean for sensitivity training

$\bar{X}_q = 3.43$ Mean for no senstitivity training

$\Sigma x^2 = 22.24$ P = .61

N = 36 Q = .39

st = .79

$r_{pbi} = .35$

$$t = r_{pbi}\sqrt{\frac{N-2}{1-r_{pbi}^2}}$$

t = 2.18

For df of 30 the t is significant at the .05 level and it is not significant at the .01 level.

Comment: This correlation can be useful for those engaged in leadership activities. Some form of limited sensitivity training will be an important ingredient in the total program as judged by others passed success.

Conclusions

This survey illustrated the great variety of programs presently operating. There was no one formula for success; however, some generalizations may be made baaed on present procedures of many of the respondents. Highlights of these are gathered from the data:[1] students are involved in planning many of the programs, in some they also act as group leaders,[2] the student activities office usually has to take the lead in this area,[3] student activity funds will probably be used,[4] worthwhile programs cost money over half are from $1,000 to $10,000,[5] a weekend retreat type program probably is an important factor for success,[6] programs usually are planned for special groups of students and for a particular topic of skill,[7] feedback sessions are a must (100% reported this),[8] sensitivity training in a limited sense is an important ingredient, and[9] effective conferences usually involves small groups, experience based learning , of an interpersonal and problem solving nature, with the theory and lecture kept to a minimum.

This paper lists resources that one can utilize; however, the best solution for improvement and promotion of quality leadership programs lies in the establishment of clusters of neighboring colleges, with leadership and human relations interest, as advocated by Jones and Pheiffer and now being promoted by NTL.

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File of Material
For Loan

United States National Student Association,
2115 South Street, N. W., Washington, D.C.
20008, "Student Leadership File"

Appendix

STUDENT LEADERSHIP TRAINING QUESTIONNAIRE

(Please check boxes and make clarifying comments)

Name of School _____ Public __ Private _____

School Address _____ City_____ State_____

Approximate enrollment under 5000__; 5-10,000__; 10-20,000__; over 20,000__

Does your school conduct student leadership training programs?

Yes __ (If yes continue with Item No. 1)
No __ (If no go to Item No. 17)

1. The programs are sponsored by: (Check all of them that apply)

___ a) Student-Faculty Committee
___ b) Student Organization
___ c) Faculty Organization
___ d) Both b and c
___ e) Outside consultants
___ f) Other, explain _____
_____

2. The name of sponsoring organizations or committees are:

a. _____

b. _____

Title of person responsible:
_____

3. Please circle the number which, in your opinion, best describes your present student leadership training program.

Highly Successful		Average		Poorly Received
5	4	3	2	1

4. Our program is paid for out of:

___ a) Student Activities Funds
___ b) University Budget
___ c) By Participants
___ d) Other

5. The approximate yearly budget for this program is:

__ under $500
__ $500 to $1,000
__ $1,000 to $3,000
__ $3,000 to $10,000
__ over $10,000

If program is sponsored by more than one give an approximation of total cost.

6. The number of conferences or programs both planned and completed this school year (September to present):

__ 0
__ 1-2
__ 3-4
__ 5-8
__ 9-15
__ over 15

7. The number of participants per conference average:

___ under 10
___ 10-20
___ 20-40
___ 40-60
___ over 60

8. Length of program (Check those that apply)

__ 1/2 day
__ 1 day
__ weekend
__ week
__ other

9. Our conferences are run by:
   __ faculty
   __ student
   __ both
   __ consultant or trainer
   __ other

10. Does the program involve feedback sessions?
   __ yes
   __ no

11. Does the program involve sensitivity training?
   __ yes
   __ no

12. What type of conference activities prove to be most effective? _____
_____
_____
_____
_____
_____
_____

13. Does the conference leader have training from NTL? __ yes __ no
NLM? __ yes __ no
Other? _____

14. Programs are planned for special groups of student leaders e.g. officers of organizations, student government, Greeks etc.
   __ yes
   __ no

15. Programs are planned around different topics or skills.
   __ yes
   __ no

16. List titles of this years' conferences.

1. _____
2. _____
3. _____
4. _____
5. _____

Continue to Item 20

ANSWER QUESTIONS 17-19 ONLY IF YOU DO NOT HAVE A LEADERSHIP PROGRAM

17. Are there plans at present for a leadership program?
   __ yes
   __ no

   Explain _____
_____

18. Has there ever been a program for student leaders on your campus in the past ten years?
   __ yes
   __ no

19. Will knowledge of programs at other colleges be of value in beginning a program at your school?
   __ yes
   __ no

   Comment _____
_____
_____
_____
_____
_____

20. Do we have your permission to mention the name of the school when describing your program? Yes __ No __

Suggested additional sources of information on leadership programs are:
_____
_____
_____

Name of person completing questionnaire: _____
Position _____

NORTHERN ILLINOIS UNIVERSITY

DEKALB, ILLINOIS 60115

Office of the

STUDENT ACTIVITIES ADVISER

Area Code 815

Telephone 753-1241

April 1, 1970

Dear Colleague:

Northern Illinois University, Student Activities Office, is currently conducting a survey of student leadership programs at selected colleges and universities throughout the country.

Our belief is that leadership development programs play an important role in the quality of student activities. The literature, however, gives us few clues as to the types of leadership programs, degree of involvement, or organization of these programs. We hope to gather this information for our program improvement, and to disseminate the findings through the literature. This may give others ideas on beginning a leadership training program and on improving present programs.

Please fill out the enclosed questionnaire and return it in the self-addressed envelope. If someone else on your campus has responsibility for student leadership training, please forward this form to them. Additional information in the form of duplicated material describing your program will be appreciated. If you have heard of interesting programs elsewhere, please provide information about them.

Your cooperation in completing this questionnaire will be of great benefit in assisting us and others with leadership programs.

Sincerely,

Daniel G. Breen

Daniel G. Breen
Assistant to Student
Activities Adviser

DB:kh

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